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ABSTRACT

A project assessed progress made in eliminating sex bias, stereotyping, and discrimination in vocational education as reported by graduates who had prepared for and entered nontraditional careers. A literature search on sex bias and stereotyping in education was conducted to assist in development of the survey instrument administered to graduates. The instrument examined the presence of sex bias, stereotyping, and discrimination in recruitment, instruction, counseling, and placement activities in vocational education. Graduates also responded to several items about sex bias in cooperative education and support and encouragement for single parents in vocational education. Of 231 male and female graduates in the sample, 36 returned usable and completed instruments. Of 27 employers, 18 completed the Osmond-Martin Sex Role Attitude Scale. Graduates believed that teachers treated students of both sexes equally. Responses to items about verbal sex bias were consistent with graduates' statements; responses to items about nonverbal sex bias were not. Generally, graduates claimed that their school treated students equally regarding recruitment and placement practice. A majority felt that counselors were supportive of their decision to enter nontraditional careers but did not provide vital information about sex inequities and legal remedies. Employers' sex-role attitudes were very modern. (Appendixes include a 41-item bibliography, a list of nontraditional programs, correspondence, the study instruments, and a summary of responses.) (YLB)

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FOLLOW-UP STUDY OF GRADUATES WHO ENTERED NONTRADITIONAL CAREERS FINAL REPORT

Funded by:

Office of Vocational Education
Kentucky Department of Education
Project Number: 1233540-DDEG-0408-W2X F2800 4837-0541-8725

Prepared by:

Randall L. Wells, Ph.D.
Donna Gaus, M.A.T.

June, 1987

Department of Occupational Education
School of Education
University of Louisville
Louisville, KY 40292

CE 060 782

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The research reported herein was performed pursuant to a contract with the Commonwealth of Kentucky, State Department of Education, Office of Vocational Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

ACKNOWLEDGMENTS

This project was dependent upon the cooperation and professionalism of principals and vocational school directors, vocational teachers, nontraditional graduates of vocational programs, and employers across the Commonwealth. Appreciation is extended to all who participated and shared their valuable knowledge and opinions.

A special thanks is extended to Ms. Joyce Cooper, who managed bookkeeping responsibilities associated with the project, and to the School of Education Information Processing Center staff for typing the final report.

ABSTRACT

This project assessed the progress made in eliminating sex bias, sex stereotyping, and sex discrimination in vocational education as reported by graduates who had prepared for and entered nontraditional careers. The researchers developed an instrument that examined the presence of sex bias, sex stereotyping, and sex discrimination in recruitment, instruction, counseling, and placement activities in vocational education. Graduates also responded to several items about sex bias in cooperative education and support and encouragement for single parents in vocational education. Employers of these graduates completed the Osmond-Martin Sex Role Attitude Scale. Findings should be of special interest to planners and providers of vocational education programs.

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CHAPTER I

Introduction

In recent years, the Office of Vocational Education, Kentucky Department of Education, has increased efforts to eliminate sex bias and sex stereotyping in vocational education programs across the Commonwealth. One of the activities which was promoted statewide was that of encouraging individuals to explore and enroll in nontraditional occupational programs. Varying degrees of success have been accomplished in programs at both the secondary and post-secondary levels.

Since this special emphasis has now been in effect for several years, the first students enrolled in nontraditional programs have completed their requirements and have accepted employment. This project was designed as a follow-up study to assess the progress made to eliminate sex bias and stereotyping in vocational education.

Statement of the Problem

The Carl C. Perkins Vocational Education Act (Title II, Part A) provided federal funds for vocational education services and activities to meet the special needs of and to enhance the participation of individuals who participate in programs designed to eliminate sex bias and stereotyping.

By surveying students who have entered nontraditional careers, important information was gathered to determine the progress being made toward the elimination of sex bias and sex stereotyping in vocational education in Kentucky.

Employers of students in nontraditional occupations responded to a survey on sex role attitudes. The results of these surveys will be useful to planners and providers of vocational education as efforts are continued throughout the State to eliminate sex bias and stereotyping in secondary and post-secondary vocational education.

The Objectives of the Study

This project was conducted as a follow-up study of graduates from secondary and post-secondary vocational programs who entered nontraditional careers.

Project activities were designed around the following objectives:

1. To plan appropriate activities with input from staff in the Office of Vocational Education and the Director of Equal Vocational Education Programs.
2. To identify nontraditional programs across Kentucky which had graduates who had completed program requirements.
3. To identify those graduates who had entered nontraditional careers and to request they respond to a survey instrument.
4. To solicit survey responses from employers of graduates who had accepted employment in nontraditional careers.
5. To develop survey instruments for gathering information from both graduates and employers.
6. To prepare a research document that identifies evidence of what has been accomplished in eliminating sex bias and sex stereotyping as reported by nontraditional program graduates and their employers.

Limitations of the Research Project

Two specific limitations with respect to this project were identified:

This study was originally designed to maximize both the internal and external validity. However, bias was introduced to the sampling procedure when an unforeseen legality prohibited the researchers from contacting the graduates directly. Therefore, the graduates' former

vocational teachers were requested to serve as a go-between for the researchers and graduates. The researchers mailed the survey instruments to the teachers, who were asked to forward them to their respective graduates. Because of this procedure, the researchers are unable to factually state that the entire population of graduates were contacted for their participation in the study. This factor may also be responsible for the low respondent return rate.

Despite the low return rate, the previously mentioned legality, along with time and budget restraints, made it infeasible to conduct a follow-up of nonrespondents. Since it was not known whether nonrespondents had been contacted initially, or if they had just chosen not to participate, a follow-up would have required another complete mailing.

DEFINITIONS

Nontraditional student--A student who steps outside traditional sex role norms, patterns, and customs of society by studying courses(s)/programs leading to a career previously dominated by persons of the opposite sex.

Nontraditional program--A program formerly dominated exclusively by persons of a specific sex that prepares students for employment in a field previously dominated by persons of that specific sex.

Sex Bias--Behaviors resulting from the assumption that one sex is superior to the other.

Sex Discrimination--Actions which limit or deny a person's opportunities, roles, privleges, or rewards on the basis of sex.

Sex Stereotyping--The attribution of behaviors, abilities, interests, values, and roles to a person on the basis of sex.

LITERATURE REVIEW

Introduction

An extensive literature search on sex bias and sex stereotyping in education was conducted to assist in the development of the survey instrument administered to graduates. A second search of current tests and measures for research in Women's Studies was conducted to aid in the selection of an appropriate survey instrument to administer to employers. Therefore, the most relevant literature of each search is summarized separately.

Sex Bias and Sex Stereotyping in Education

The literature was first scanned for previous research specifically concerned with nontraditional students and sex bias and sex stereotyping in vocational education. Relevant research on this topic was potentially useful in determining an appropriate survey focus and general content of the instrument.

A review of research on sex bias or sex stereotyping in vocational education disclosed a study by Sawyer (1978) who investigated the extent and nature of sex bias in Indiana's vocational programs. The study also examined sex bias in relation to the selected factors of motivation, psychomotor and language skills, I.Q., interest, reality, and sex role perceptions. Findings of the study suggested that additional efforts were needed to eliminate sex bias in vocational programs, especially in the areas of teacher and employer attitudes. A ten-item survey on practices and policies for eliminating sex bias in vocational education was completed by school personnel. The results of the survey revealed that special activities to inform prospective students about

nontraditional vocational programs were rarely or never conducted at these schools. It was also discovered that vocational teachers sometimes did not encourage students of both sexes to enroll in their classes because employment possibilities were limited for nontraditional graduates.

In another study about sex bias in Business Education by Benoit and Shell (1985), it was found that sex-biased communication may be responsible for the over-representation of females in traditionally female dominated occupations and the under-representation of females in traditionally male-dominated occupations. The researchers tested the hypothesis that sex-biased communication could result in students unnecessarily limiting their field of career choices. This hypothesis was tested by exposing business administration college freshmen to sex-neutral and sex-biased versions of a questionnaire on jobs knowledge. Based solely on the sex of the person who was the subject of the jobs knowledge questions, the results indicated that respondents did limit the scope of career choices for that person. The researchers recommended that business educators become more aware of sexism in textbooks and guidance materials so the possibility of students unnecessarily limiting their career choices is reduced.

Lack of work experience and lack of previous exposure to nontraditional work was the barrier most frequently cited to women's (currently employed and unemployed) pursuit of employment in nontraditional jobs in a study by Stringer and Duncan (1985). In this same study, twenty-six women employed in nontraditional jobs cited discrimination and harassment as the second most frequent barrier to employment in nontraditional jobs. Twenty-one of these 26 employed women also provided information about advantages and disadvantages of their

current nontraditional jobs. The disadvantage most frequently reported by these women (31%) was sex discrimination, stereotyping, and harassment. The researchers (citing a study by Doran, 1976), suggested that nontraditional students in vocational education programs should receive assertiveness training and information about legal rights and legal remedies. They also recommended that educators and counselors adopt nonsexist language (Brooks, 1983) and provide female as well as male blue collar role models.

Sex stereotyping, discrimination, and harassment directed toward nontraditional students and workers was reported in another study by Garfield-Scott and LeMahien (1984). In this study, a group of counselors posed as "nontraditional students" in vocational programs. They experienced being teased and ignored by other students. Also, one female counselor enrolled in a cabinetry class reported that her teacher attempted to steer her to the book room when lumber trucks had to be unloaded. Nontraditional workers who were interviewed as background for the study had recalled similar experiences. The researchers concluded that there is a need for counselors to assume a more active role in preparing prospective nontraditional students (students who have responded to awareness programs) for the real risks they will face in the work setting. Preparation can be accomplished by conducting small-group assertiveness training/counseling sessions and by providing prospective nontraditional students the opportunity to gain insight and information from current nontraditional students and workers.

The remainder of the search was focused on sex bias and stereotyping in students' interactions with teachers and counselors. An emphasis was placed on nonverbal as well as verbal interactions, and on the

counselor's role in eliminating sex bias and sex stereotyping. Concerning teacher-student interactions, the researchers hypothesized that nontraditional graduates had received teacher responses associated with lower expectations of performance (e.g., Rosenthal, 1974; Cooper and Good, 1983; Chaikin et al., 1974; and Brophy and Good, 1974).

A wealth of research exists on the subject of sex bias in verbal interactions. The Sadkers found in a 1984 study on teacher reactions to classroom responses of male and female students that boys received more interactions of all types, but especially intellectual interactions. In a study of junior high students, Sikes (1971) discovered that boys received more academic contacts and they received questions that were more complex and abstract. In another study at the secondary level, Jones (1971) found that boys were asked more direct questions and more open-ended questions. They also received more teacher initiated contacts and more total positive teacher-student contacts.

Safilios-Rothschild (1979) discovered in a study of sex desegregation at the Coast Guard Academy, that while instructors were more likely to perform tasks for female students, they were more likely to provide male students detailed instructions on how to perform tasks. Finally, a study by Fox (1977) revealed that female participation in math and science was adversely effected by an adolescent peer group. These young women perceived strong peer pressure against enrolling in advanced math courses. Also, mathematically gifted females were hesitant to skip grades due to possible peer rejection.

Research indicates that nonverbal behaviors serve functions that are particularly important in teaching. There have been many studies on teachers' nonverbal expressions of expectations. Rosenthal (1974)

analyzed the results of studies on teacher expectations and noted that higher expectation students received larger quantities of more difficult material, were given more time to answer, and received more differentiated feedback. Also, teachers provided a more positive environment for these students by smiling and nodding more, and looking at them more directly. Chaikin et al. (1974) discovered that tutors who believed their pupils were "bright" exhibited significantly more smiling, eye gazing, affirmative nodding, and forward body leaning. Brophy and Good (1974) found that when teachers were interacting with low expectation students, they waited less time for students to answer, gave up more quickly on their wrong answers, called on them less often, and paid less attention to them except when they acted out.

There is also evidence that teachers' nonverbal behaviors influence students' perceptions. Chaikin et al. (1978) discovered that students felt more liked by their teachers when teachers lean forward, nod affirmatively, smile, and maintain eye contact. Rice and Doan (1981) presented some evidence supporting Galloway's (1984) finding that when students' regular teachers are not consciously monitoring their nonverbal expressions, then their nonverbal behaviors are probably more important for interpretation purposes than words.

Concerning the role of the counselor, Vetter et al. (1979) concluded from their studies on recruitment programs that counselors were in a unique position to support and encourage nontraditional enrollments. However, Garfield-Scott and LeMahien (1984) found that counselors were initially opposed to playing an active role in implementing a program to change the traditional sex balance of enrollment patterns of vocational education programs in the Pittsburgh School System. Counselors concluded

there was very little that they could or should do to promote nontraditional enrollment. Fortunately, after functioning as a counselor in a Targeting Nontraditional Students Program, many of these same counselors were considered by their nontraditional students as the most influential factor in their enrollment decisions.

Sauter, Seidl, and Karbon (1980) conducted a study concerned with the effects of the high school counseling experience and attitudes towards women's roles on traditional or nontraditional career choice. They found that although the high school guidance experience had been identified as one of two major factors related to women's career choice that is amenable to change, counselors were not reaching women who made nontraditional career choices. Significantly more women in a traditional career group than a nontraditional career group reported that counselors had discussed job opportunities and salaries with them. This is significant because it may indicate that counselors either do not have information about women in nontraditional careers, or they have biases regarding women's roles that directly limit the information they offer in counseling sessions.

In summary, research literature indicated that nontraditional students experienced sex bias in vocational education programs, in teacher-student verbal nonverbal interactions, in interactions with counselors, and in the workplace.

Current Tests and Measures

The selection of the instrument administered to employers was based on an evaluation of tests and measures developed for research in women's studies. The instrument was chosen from a comprehensive handbook of

tests and measures which only included instruments for which information was available concerning their development, reliability, and validity (Beere, 1979). The Osmond-Martin Sex Role Attitude Scale was selected because it assessed attitudes within relevant subject groups, seemed unlikely to alienate or offend the employer sample, and offered excellent reliability. Also, the test could be self-administered and could be completed in approximately 15 minutes.

CHAPTER II

Methods

The topics in this section of the report include the organization and selection of the sample, the development of and selection of the instruments, and the procedures used in the research project.

Organization and Selection of Sample

An initial meeting of the Project Director, State Office personnel, and the Project Research Assistant was conducted at the University of Louisville in September of 1986. The State Office personnel were Ms. Bettie Tipton, Director of Equal Vocational Education Programs, and Mr. Jim Byford, Director of The Occupational Management Information Unit. Techniques for sampling the population of nontraditional graduates of Vocational Education Programs who were currently employed in nontraditional jobs were discussed and finalized. Vocational Education Programs across the state with nontraditional enrollments were then identified (See Appendix A). Vocational programs that were well integrated with both males and females were omitted from the sample since a specific sex could not be accurately labeled the "nontraditional" (See Appendix B). A mail survey was chosen as the method of data collection to accommodate a large sample whose geographic location varied considerably. The decision was made to limit the study to the population of nontraditional students who graduated during the 1985 school year. This provided a sample of 231 male and female graduates. The sample was considered large enough to accurately represent the population of nontraditional graduates and to provide an unbiased employer sample, but reasonable in terms of project duration and budget restraints. The sample of current employers would consist of the total number provided by the graduate survey respondents.

The Kentucky Department of Education, Office of Vocational Education, staff agreed to identify and provide the researchers with the names of the nontraditional graduates. Unfortunately, a legal opinion from the Office of Vocational Education prohibited them from providing the list of graduates for the researchers to contact directly. The State Office did, however, agree to identify and provide a list of vocational program teachers who had nontraditional enrollments. The list consisted of 127 vocational teachers. The researchers requested these teachers to serve as a contact between them and their graduates. The researchers were required to mail the survey instruments to the teachers who then forwarded the instruments on to their respective graduates. The number of nontraditional students who had graduated from these programs ranged from one to ten.

Of the 231 graduates in the sample, 40 returned the instruments. Three of the 40 surveys were sent back completely blank. One respondent, a first year post-secondary student, was eliminated from the sample. The final sample consisted of 36 graduates.

Of the 36 graduates who returned the instrument, 27 valid employers' names and addresses were obtained. Two of the 36 respondents indicated they were currently unemployed. Three respondents indicated that they were self-employed. Two respondents provided their employers' name and address but did not sign the release form giving permission to contact them. Two respondents refused to provide the information. Out of the 27 employers in the sample, 18 completed and returned the sex role attitude scale.

Instruments

Description of the Graduate Sex Equity Instrument. A 34-item fixed-choice category scale was developed to assess the presence of sex bias in recruitment, instruction, counseling, and placement activities in vocational education programs (See Appendix F). The specific focus of individual items within each major topic area was based on the findings of previous sex-bias research surveyed during the literature review phase of the project. In addition, the instrument touched upon the topics of sex bias in cooperative education and special needs of single parents. Also, a preface to the survey before completing the instrument asked the graduates to respond to 3 questions about their prior knowledge of sex discrimination, sex bias, and sex stereotyping. These questions were phrased to include operational definitions of each type of inequity.

The instrument was designed to be self-administered and required approximately 15 minutes to complete. The survey was pilot tested by a panel of 3 Graduate Assistants and 1 Undergraduate Student Assistant at the University of Louisville (See Appendix C), and then reviewed and approved by State Office personnel.

Approximately one-fourth of the statements were constructed to reflect the presence of gender inequity in a specific aspect of a vocational education program. For example, item 6 reads, "Students of the other sex seemed to receive more praise and attention for their work than students of my sex." This item was phrased to confirm the presence of sex bias in instruction. Approximately three-fourths of the statements were constructed to reflect an absence of sex inequity in vocational education programs. For example, item 2 reads, "I feel that teachers of my vocational course(s)/program welcomed students of both sexes."

Description of the Employer Sex Role Attitude Scale. The Osmond-Martin Sex Role Attitude Scale, developed by Osmond and Martin (1975), was used to assess the sex role attitudes of the graduates' current employers (See Appendices H & I). The instrument is a summated rating scale consisting of 32 statements regarding women and/or men. The questionnaire covers 4 areas: 8 items about familial roles; 5 items about extrafamilial roles; 10 items about stereotypes of males and females; and 8 items about social change issues related to sex roles. Eighteen items are constructed to reflect traditional attitudes and fourteen items are constructed to reflect modern attitudes. Each statement requires a category response ranging from "strongly agree" to "strongly disagree".

Osmond and Martin developed their scale by giving a pool of items to 10 faculty members in various areas of the social sciences with instructions to determine whether each item reflected a "modern" or "traditional" attitude. The faculty members unanimously agreed on the classification of the 32 items that comprised the scale.

The scale was administered to 480 college juniors and seniors. A coefficient alpha of .88 was reported. Regarding validity of the instrument, the 480 college students also responded to two related questions: (a) How great a need do you feel there is to 'do something' about sexism in our society? and (b) To what extent do you feel that the 'social roles of men and women in the modern world' should be a vital issue of concern to most people in our society? These two questions were included as validity checks. Responses to 30 of the 32 items were significantly associated ($p<.001$) in the predicted direction with the responses to these two related questions.

Scoring. The items of the scale were objectively scored and equally weighted. A total individual score is obtained that can range from 32 (very modern) to 160 (very traditional).

PROCEDURES

The project duration was 10 months--September, 1986 to June, 1987. The following objectives were accomplished during this time frame.

1. An initial meeting between the Project Director, Research Assistant, and State Office personnel was held. A discussion was held to identify the types and numbers of programs in which nontraditional students were enrolled (See Appendix A). Mr. Byford agreed to prepare a list indicating where students were enrolled in nontraditional programs prior to entering employment in a field related to training. A decision was made to omit programs that showed an equal distribution of males and females (See Appendix B).
2. A comprehensive literature review was conducted. An investigation was initiated at the State Office concerning the legality of providing the graduates' identities directly to the research staff.
3. A preliminary sex equity survey for the nontraditional graduates was developed and critiqued by project staff.
4. An appropriate sex role attitude scale was selected to survey the graduates' employers. The graduate instrument was pilot tested (See Appendix C) and appropriate revisions were made.

5. State Office contacts notified the research staff that they were unable to provide them with the graduates' identities based on the outcome of the previously mentioned investigation. Instead, a list of vocational teachers who had taught in programs from which nontraditional enrollees have graduated was compiled and given to the researchers.
6. State Office personnel reviewed and approved the Sex Equity Survey. Official letters to accompany the teachers' mailing (See Appendix D) and graduates' instruments (See Appendices E & F) were composed, written on official State Office stationery, and signed by Dr. Ann Bardwell, Associate Superintendent for Vocational Education. A release form (See Appendix G) permitting the researchers to contact the graduates' employers was composed.
7. The vocational teachers' survey packets, consisting of an explanatory letter accompanied by sample surveys, were mailed to the 127 vocational teachers with instructions to address and forward the graduates' pre-stamped survey packets to them. Each survey packet consisted of a cover letter, survey, release form, and a pre-addressed, pre-stamped return envelope. The statistical analysis codebooks and templates for defined screen entry were prepared to facilitate data entry at a later time. The statistical program StatPac (Statistical Analysis Package designed for the IBM by Walonick Associates) was utilized.
8. As questionnaires were returned, data were entered into the computer data files.
9. Data were analyzed via computer.
10. The final report was prepared for submission to the State Office of Equal Vocational Programs.

DATA ANALYSIS

Instrument Administered to Graduates. The survey data obtained were ordinal in nature. The instrument was divided into two sections. The first section required respondents to use the following fixed-choice category scale: 1=statement was always/almost always true; 2=statement was sometimes true; 3=statement was rarely or never true; 0=did not know/not applicable. The second section required respondents to utilize the following true or false scale: T=statement represents what was true/generally true; F=statement represents what was false/generally false; X=did not know/not applicable. The data analysis of this instrument involved calculating a frequency distribution for each item. Response to fill-in-the-blank questions and unsolicited comments were collected and categorized (See Appendix J).

Instrument Administered to Employers. This instrument was a summated rating scale which featured response choices ranging from "strongly agree" to "strongly disagree". The scale yields an individual score that can range from 32 (very modern) to 160 (very traditional). Data analysis of responses from this instrument involved calculating an individual sex role attitude score for each respondent. The data obtained for this purpose were interval in nature. Each possible answer to each item statement was assigned a specific number of points depending on whether the statement was constructed to reflect a traditional or a modern sex role attitude. The 18 traditionally constructed statements were scored so respondents received the maximum number of points (5) when they "strongly agreed" with the traditional attitude. However, respondents received the least number of points (1) when they "strongly disagreed" with the statement. The 14 statements constructed to reflect a modern

attitude were scored so that respondents received the least number of points (1), when they "strongly agreed" with the modern attitude. However, respondents received the maximum number of points (5) when they "strongly disagreed" with the statement. For example, item 9, "Females should be encouraged to plan for a career", was constructed to reflect a modern attitude and was scored in the following manner. The respondent received 1 point for choosing "strongly agree"; 2 points for choosing "basically agree"; 3 points for choosing "uncertain"; 4 points for choosing "basically disagree"; and 5 points for choosing "strongly disagree".

CHAPTER III

Results

TABLE I

Frequency Distributions of Graduate Responses

SECTION I

	Number	Percent
A. Have you heard or read much about sex discrimination?		
1 = yes	29	82.9%
2 = no	6	17.1%
Total	35	100.0%
Missing cases =	1	
Total percent =		97.2%
B. Have you heard or read much about sex bias?		
1 = yes	26	76.5%
2 = no	8	23.5%
Total	34	100.0
Missing cases =	2	
Response percent =		94.4%
C. Have you heard or read much about sex stereotyping?		
1 = yes	30	85.7%
2 = no	5	14.3%
Total	35	100.0%
Missing cases =	1	
Response percent =		97.2%
1a. Did your vocational teachers actively recruit students of both sexes for nontraditional course(s)/programs?		
0 = do not know	4	12.1%
1 = always true	23	69.7%
2 = sometimes true	4	12.1%
3 = rarely true	2	6.1%
Total	3	100.0%
Missing cases =	3	
Response percent =		91.7%

	Number	Percent
1b. Did your counselors actively recruit both sexes for nontraditional course(s)/programs?		
0 = do not know	2	6.7%
1 = always true	24	80.0%
2 = sometimes true	2	6.7%
3 = rarely true	2	6.7%
Total	30	100.0%
Missing cases =	6	
Response percent =		83.3%
1c. Did your principal actively recruit both sexes for nontraditional course(s)/programs?		
0 = do not know	2	7.1%
1 = always true	20	71.4%
2 = sometimes true	2	7.1%
3 = rarely true	4	14.3%
Total	28	100.0%
Missing cases =	8	
Response percent =		77.8%
1d. Did anyone else actively recruit both sexes for nontraditional course(s)/programs?		
0 = do not know	3	42.9%
1 = always true	3	42.9%
2 = sometimes true	1	14.3%
Total	7	100.0%
Missing cases =	29	
Response percent =		19.4%
2. I feel teachers of my vocational course(s)/program welcomed students of both sexes.		
0 = do not know	1	2.8%
1 = always true	34	94.4%
2 = sometimes true	1	2.8%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
3. I feel that other teachers in my school welcomed students of both sexes.		
0 = do not know	4	11.1%
1 = always true	27	75.0%
2 = sometimes true	5	13.9%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
4. The teachers in my vocational course(s) program tended to call on students of the other sex more frequently than students of my sex.		
1 = always true	1	2.8%
2 = sometimes true	6	16.7%
3 = rarely true	29	80.6%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
5. I did feel as comfortable or free to ask my vocational teachers questions as students of the other sex.		
0 = do not know	1	2.8%
2 = sometimes true	2	5.6%
3 = rarely true	33	91.7%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
6. Students of the other sex seemed to receive more praise and attention for their work than students of my sex.		
2 = sometimes true	2	5.6%
3 = rarely true	34	94.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
7. The questions teachers asked students of the traditional sex were more thought-provoking and required more indepth answers than the questions students of my sex were asked.		
2 = sometimes true	1	2.8%
3 = rarely true	35	97.2%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
8. Teachers spent more time teaching students of the other sex to do things independently than they spent with students of my sex.		
0 = do not know	1	2.8%
1 = always true	1	2.8%
3 = rarely true	34	94.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
9. Teachers spent more time outside the classroom talking with and advising students of the other sex than they did with students of my sex.		
0 = do not know	2	5.6%
1 = always true	1	2.8%
2 = sometimes true	1	2.8%
3 = rarely true	32	88.9%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
10. Teachers "teased" students of my sex in a manner and/or tone of voice that made me feel different or separate from students of the other sex.		
1 = always true	1	2.8%
3 = rarely true	35	97.2%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
11. Students of the other sex were allowed to publicly tease, ridicule, or joke about the competency of students of my sex in the presence of my teachers.		
1 = always true	1	2.8%
2 = sometimes true	1	2.8%
3 = rarely true	34	94.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
12. Counselors supported and encouraged my career decision to enter a nontraditional field.		
0 = do not know	3	8.3%
1 = always true	25	69.4%
2 = sometimes true	3	8.3%
3 = rarely true	5	13.9%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
13. Counselors provided me with factual information about what constitutes sexual discrmination and harassment.		
0 = do not know	11	30.6%
1 = always true	8	22.2%
2 = sometimes true	4	11.1%
3 = rarely true	13	36.1%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
14. Counselors discussed current laws related to sexual harassment and discriination with me, and described the legal remedies these laws provide, in the event a serious problem ever occurred.		
0 = do not know	10	27.8%
1 = always true	9	25.0%
2 = sometimes true	4	11.1%
3 = rarely true	13	36.1%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
15. Counselors helped me to anticipate problems related to sex bias, stereotyping, and discrimination that I might encounter on the job, and to plan alternatives for dealing with these problems.		
0 = do not know	9	25.0%
1 = always true	9	25.0%
2 = sometimes true	2	5.6%
3 = rarely true	16	44.4%
Total	36	100.00
%		
Missing cases =	0	
Response percent =		100.0%
16. Counselors seemed indifferent to me, causing me not to feel free or welcome to discuss apprehensions I had concerning my schooling or future career.		
0 = do not know	6	16.7%
2 = sometimes true	5	13.9%
3 = rarely true	25	69.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
17. When companies recruited graduates of my program by conducting interviews at the school, students of both sexes received equal opportunity to obtain an interview.		
0 = do not know	11	30.6%
1 = always true	23	63.9%
2 = sometimes true	1	2.8%
3 = rarely true	1	2.8%
Total	35	100.0%
Missing cases =	0	
Response percent =		100.0%
18. Students of both sexes received equal assistance in preparing for their employment interviews (i.e., training related to proper dress, interview skills, resumes, etc.).		
0 = do not know	3	8.3%
1 = always true	30	83.3%
2 = sometimes true	3	8.3%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
19. Placement personnel (whoever helped place students in jobs) seemed to steer students of the other sex toward the higher paying and higher status jobs, while students of my sex were directed toward jobs paying less.		
0 = do not know	7	19.4%
1 = always true	2	5.6%
2 = sometimes true	1	2.8%
3 = rarely true	26	72.2%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
20. During class, teachers seemed to look at and smile at students of the other sex more frequently and for longer periods of time than students of my sex.		
2 = sometimes true	2	5.6%
3 = rarely true	34	94.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
21. During class, teachers seemed to lean forward when talking with or questioning students of the other sex, but not with students of my sex.		
0 = do not know	5	13.9%
2 = sometimes true	1	2.8%
3 = rarely true	30	83.3%
Total	37	100.0%
Missing cases =	0	
Response percent =		100.0%
22. My course(s)/program texts and materials did not seem biased or discriminatory against the nontraditional student.		
0 = do not know	2	5.6%
1 = always true	22	61.1%
2 = sometimes true	1	2.8%
3 = rarely true	11	30.6%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
23. Students of my sex were actively recruited for the cooperative education program.		
0 = do not know	12	44.4%
1 = always true	14	51.9%
2 = sometimes true	1	3.7%
Total	27	100.0%
Missing cases =	9	
Response percent =		75.0%

	Number	Percent
24. Students of my sex had an equal opportunity for the higher paying cooperative education jobs for which they were qualified.		
0 = do not know	10	37.0%
1 = always true	16	59.3%
3 = rarely true	1	3.7%
Total	27	100.0%
Missing cases =	9	
Response percent =		75.0%
25. The school personnel recognized my special needs as a single parent, and supported me in my dual roles of student and parent.		
0 = do not know	10	55.6%
1 = always true	7	38.9%
3 = rarely true	1	5.6%
Total	18	100.0%
Missing cases =	18	
Response percent =		50.0%
26. School personnel offered information about possible daycare arrangements.		
0 = do not know	13	72.2%
1 = always true	4	22.2%
3 = rarely true	1	5.6%
Total	18	100.0%
Missing cases =	18	
Response percent =		50.0%

	Number	Percent
SECTION II		
27a Special activities were conducted by the school to expose students to both males and females who were successful in nontraditional careers, i.e., female plumbers, male nurses, etc.).		
f = false or generally false	3	8.8%
t = true/generally true	23	67.6%
x = don't know not applicable	8	23.5%
Total	34	100.0%
Missing cases =	2	
Response percent =		94.4%
27b Please check if career fairs were conducted.		
1 = yes	9	39.1%
2 = no	14	60.9%
Total	23	100.0%
Missing cases =	13	
Response percent =		63.9%
27c Please check if panels were conducted.		
1 = yes	3	13.0%
2 = no	20	87.0%
Total	23	100.0%
Missing cases =	13	
Response percent =		63.9%
27d Please check if guest speakers were provided.		
1 = yes	16	69.6%
2 = no	7	30.4%
Total	23	100.0%
Missing cases =	13	
Response percent =		63.9%

		Number	Percent
27e	**Please check if Bulletin Board displays were provided.**		
	1 = yes	16	69.6%
	2 = no	7	30.4%
	Total	23	100.0%
	Missing cases =	13	
	Response percent =		63.9%
27f	**Please check (and specify) if any other special activity was conducted.**		
	1 = yes	6	27.3%
	2 = no	16	72.7%
	Total	22	100.0%
	Missing cases =	14	
	Response percent =		61.1%
28.	**Training and employment opportunities were explained to prospective students with emphasis on nontraditional programs.**		
	f = false or generally false	7	19.4%
	t = true/generally true	20	55.6%
	x = don't know not applicable	9	25.0%
	Total	36	100.0%
	Missing cases =	0	
	Response percent =		100.0%
29.	**When facility tours were conducted, students of both sexes visited the training areas for all vocational programs offered.**		
	t = true/generally true	25	69.4%
	x = don't know not applicable	11	30.6%
	Total	36	100.0%
	Missing cases =	0	
	Response percent =		100.0%

	Number	Percent
30. Vocational training course(s)/programs in the school were equally accessible to students of both sexes.		
t = true/generally true	35	97.2%
x = don't know not applicable	1	2.8%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
31. Teachers at the school received special training to eliminate sex discrimination.		
t = true/generally true	4	11.1%
x = don't know not applicable	32	88.9%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
32. My vocational teachers seemed aware and conscientious about sexist language.		
f = false or generally false	4	11.1%
t = true/generally true	24	66.7%
x = don't know not applicable	8	22.2%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%
33. My vocational teachers did not stereotype students on the basis of sex.		
f = false or generally false	2	5.6%
t = true/generally true	34	94.4%
Total	36	100.0%
Missing cases =	0	
Response percent =		100.0%

		Number	Percent
34a	**My teachers looked at students of the other sex the entire time the students responded, but did not do so while students of my sex responded.**		
	f = false or generally false	21	67.7%
	t = true/generally true	9	29.0%
	x = don't know not applicable	1	3.2%
	Total	31	100.0%
	Missing cases =	5	
	Response percent =		86.1%
34b	**My teachers maintained eye contact with students of the other sex while the students talked, but did not do so with students of my sex.**		
	f = false or generally false	20	64.5%
	t = true/generally true	11	35.5%
	Total	31	100.0%
	Missing cases =	5	
	Response percent =		86.1%
34c	**My teachers nodded their heads while students of the other sex responded, but did not do so with students of my sex.**		
	f = false or generally false	23	74.2%
	t = true/generally true	7	22.6%
	x = don't know not applicable	1	3.2%
	Total	31	100.0%
	Missing cases =	5	
	Response percent =		86.1%
34d	**My teachers looked away while students of the other sex responded, but did not do so with students of my sex.**		
	f = false or generally false	27	87.1%
	t = true/generally true	2	6.5%
	x = don't know not applicable	2	6.5%
	Total	31	100.0%
	Missing cases =	5	
	Response percent =		86.1%

		Number	Percent
34e	My teachers called on a second student before a first student of the traditional sex had finished speaking, but did not do so with students of my sex.		
	f = false or generally false	28	90.3%
	t = true/generally true	2	6.5%
	x = don't know not applicable	1	3.2%
	Total	31	100.0%
	Missing cases =	5	
	Response percent =		86.1%

TABLE II

Frequency Distributions of Employer Responses

SECTION I

	Number	Percent
1. Whoever is the better wage earner, wife or husband, should be the breadwinner.		
1 = strongly disagree	2	11.1%
2 = basically disagree	2	11.1%
3 = uncertain	2	11.1%
4 = basically agree	7	38.9%
5 = strongly agree	5	27.8%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
2. Men should have more freedom to do such things as cook and care for children.		
2 = basically disagree	2	11.1%
3 = uncertain	2	11.1%
4 = basically agree	8	44.4%
5 = strongly agree	6	33.3%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
3. Men should take the same amount of responsibility as women in caring for home and children.		
2 = basically disagree	1	5.6%
4 = basically agree	9	50.0%
5 = strongly agree	8	44.4%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
4. Women with children in grammar school should, if at all possible, stay at home rather than work.		
1 = strongly disagree	5	27.8%
2 = basically disagree	6	33.3%
3 = uncertain	1	5.6%
4 = basically agree	3	16.7%
5 = strongly agree	3	16.7%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
5. Women with preschool children should not work--if at all possible.		
1 = strongly disagree	3	16.7%
2 = basically disagree	5	27.8%
3 = uncertain	1	5.6%
4 = basically agree	6	33.3%
5 = strongly agree	3	16.7%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
6. It is possible for women to satisfy their needs for achievement through their husbands.		
1 = strongly disagree	8	47.1%
2 = basically disagree	6	35.3%
4 = basically agree	3	17.6%
Total	17	100.0%
Missing cases =	1	
Response percent =		94.4%

	Number	Percent
7. A man's self-esteem is severely injured if his wife makes more money than he does.		
1 = strongly disagree	5	27.8%
2 = basically disagree	7	38.9%
3 = uncertain	4	22.2%
4 = basically agree	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
8. A husband who is the breadwinner in the family should make all the important decisions.		
1 = strongly disagree	12	66.7%
2 = basically disagree	4	22.2%
3 = uncertain	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
9. Females should be encouraged to plan for a career.		
4 = basically agree	6	33.3%
5 = strongly agree	12	66.7%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
10. I would vote for a women for President of the United States.		
1 = strongly disagree	2	11.1%
3 = uncertain	5	27.8%
4 = basically agree	4	22.2%
5 = strongly agree	7	38.9%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
11. I would feel uncomfortable if my immediate supervisor at work was a woman.		
1 = strongly disagree	9	50.0%
2 = basically disagree	5	27.8%
3 = uncertain	1	5.6%
4 = basically agree	1	5.6%
5 = strongly agree	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
12. To a great extent, women are less able to make a career commitment than men are.		
1 = strongly disagree	5	27.8%
2 = basically disagree	10	55.6%
4 = basically agree	2	11.1%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
13. Women are less capable of making important decisions than men are.		
1 = strongly disagree	11	61.1%
2 = basically disagree	5	27.8%
4 = basically agree	1	5.6%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
14. Men are more capable of assuming leadership than women are.		
1 = strongly disagree	7	38.9%
2 = basically disagree	4	22.2%
4 = basically agree	5	27.8%
5 = strongly agree	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
15. Men should stop appraising women solely on the basis of appearance and sex appeal.		
4 = basically agree	5	27.8%
5 = strongly agree	13	72.2%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
16. Women are as capable as men of enjoying a full sex life.		
4 = basically agree	4	22.2%
5 = strongly agree	14	77.8%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
17. Women generally prefer light conversations over rational discussions.		
1 = strongly disagree	12	70.6%
2 = basically disagree	3	17.6%
3 = uncertain	1	5.9%
4 = basically agree	1	5.9%
Total	17	100.0%
Missing cases =	1	
Response percent =		94.4%

	Number	Percent
18. There is considerable evicence that men, in general, are a "superior species" to women.		
1 = strongly disagree	15	83.3%
2 = basically disagree	2	11.1%
3 = uncertain	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
19. Women really like being dependent on men.		
1 = strongly disagree	9	50.0%
2 = basically disagree	4	22.2%
3 = uncertain	3	16.7%
4 = basically agreeTotal	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
20. Career women are generally neurotic.		
1 = strongly disagree	12	66.7%
2 = basically disagree	4	22.2%
3 = uncertain	2	11.1%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
21. Females should go ahead and pamper males--"Tell him how great he is"--because that is a useful way to get what they want.		
1 = strongly disagree	9	50.0%
2 = basically disagree	5	27.8%
3 = uncertain	1	5.6%
4 = basically agree	2	11.1%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
22. Either consciously or unconsciously, most women would like to be women.		
1 = strongly disagree	13	72.2%
2 = basically disagree	2	11.1%
3 = uncertain	3	16.7%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
23. The way men and women behave is more a result of their genetic make-up than of the way they were brought up.		
1 = strongly disagree	7	38.9%
2 = basically disagree	6	33.3%
3 = uncertain	5	27.8%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
24. Since men have a natural urge to dominate and lead, women who challenge this actually threaten the welfare of society.		
1 = strongly disagree	11	61.1%
2 = basically disagree	4	22.2%
4 = basically agree	2	11.1%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
25. Unlike the race riots, the "battle of the sexes" will never involve violence on any large scale.		
2 = basically disagree	2	11.1%
3 = uncertain	5	27.8%
4 = basically agree	6	33.3%
5 = strongly agree	5	27.8%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
26. There should be low-cost, high-quality child-care centers for working women.		
2 = basically disagree	1	5.6%
4 = basically agree	4	22.2%
5 = strongly agree	13	72.2%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
27. Men need liberation equally as much as women.		
2 = basically disagree	2	11.1%
3 = uncertain	6	33.3%
4 = basically agree	3	16.7%
5 = strongly agree	7	38.9%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
28. Men's clubs and lodges should be required to admit women.		
1 = strongly disagree	3	16.7%
2 = basically disagree	6	33.3%
3 = uncertain	5	27.8%
4 = basically agree	3	16.7%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
29. Women should get equal pay with men for doing the same jobs.		
4 = basically agree	4	22.2%
5 = strongly agree	14	77.8%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
30. Women should have equal job opportunities with men.		
3 = uncertain	1	5.6%
4 = basically agree	4	22.2%
5 = strongly agree	13	72.2%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
31. Women can attain true equality in this country only through a really drastic change in social structure.		
2 = basically disagree	6	33.3%
3 = uncertain	6	33.3%
4 = basically agree	5	27.8%
5 = strongly agree	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
32. The Equal Rights Amendment related to sex should be ratified as soon as possible.		
1 = strongly disagree	2	11.1%
2 = basically disagree	1	5.6%
3 = uncertain	6	33.3%
4 = basically agree	5	27.8%
5 = strongly agree	4	22.2%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%
33. How great a need do you feel there is to "do something" about sexism in our society?		
2 = Slight	1	5.6%
3 = Moderate	11	61.1%
4 = Great	5	27.8%
5 = Very Great	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

	Number	Percent
34. To what extent do you feel that the social roles of men and women in "modern society" should be a vital issue of concern to most people in our society?		
2 = Slight	2	11.1%
3 = Moderate	9	50.0%
4 = Great	6	33.3%
5 = Very Great	1	5.6%
Total	18	100.0%
Missing cases =	0	
Response percent =		100.0%

TABLE III

Summary of Employer Scores on
Osmond-Martin Sex Role Attitude Scale

1. 61
2. 56
3. 87
4. 51
5. 75
6. 71
7. 56
8. 45
9. 54
10. 57
11. 52
12. 67
13. 72
14. 86
15. 94
16. 50
17. 40
18. 76

range: 94-40+1=55

mean: 1150/18=64

median: 59

mode: 56

standard deviation: 14.96

CHAPTER IV

Discussion

The data analysis of the project consisted of 3 facets. The first was an assessment of the percentage of respondents who possessed informed knowledge about sex bias, sex discrimination, and sex stereotyping. The second was an analysis of the presence or absence of sex bias in vocational education programs. The third was an evaluation of the sex role attitudes of the graduates' employers.

Knowledge about Gender Inequities

The first section of the instrument focused on the respondents' current knowledge of what sex bias, sex discrimination, and sex stereotyping actually were. It was also important to determine if the respondents were aware of the distinctions among these types of inequities. This section established definitions for these 3 types of inequities. The researchers hypothesized that positioning this section first in the instrument would help control for differences in frame of references. Also, it would increase respondents comprehension of survey items and aid them in providing honest and factual answers.

It was interesting to note that over three-fourths of the respondents checked they had heard or read "much" about each type of gender inequity. This was especially interesting since only 22% of respondents answered that counselors provided factual information about what constitutes sexual discrimination and sexual harassment. It is feasible that vocational teachers provided information that counselors did not. Or perhaps these respondents personally sought this information because of their role as nontraditional students. Some might have acquired this information on the topic after becoming employed. It would be useful to know when and why they acquired this knowledge.

Sex Bias in Vocation Education

The major thrust of this project was to assess the progress made in eliminating sex bias, sex stereotyping, and sex discrimination in vocational education. To accomplish this objective, an instrument was constructed that probed major aspects of a vocational program. Also, survey items were focused on nonverbal bias, as well as more obvious forms of bias.

Analysis of Instrument Administered to Graduates

Graduates responded to statements about sex bias in 4 of the basic activities of a vocational education program. The 4 activities were: recruitment, instruction, counseling, and placement. Two other topics were touched on in the instrument. They were: sex bias in cooperative education and single parents in vocational education programs. Individual items are grouped and discussed by general topic areas as follows:

Recruitment. Five survey items were geared toward sex bias in recruitment. These were items: 1A-D; 27A-E; and 28-30 (See Table 1).

Items 1 and 28-30 seemed to indicate a lack of sex bias in recruitment. In item 1A-D, at least 69.7% of respondents checked that teachers, counselors, and principals always or almost always recruited both sexes for vocational course(s)/programs. The researchers observed a large percentage of missing cases for 1B-D. The number of missing cases ranged from 6 for item 1B, concerning counselors, to 29 for item 1D, concerning "other" personnel, who respondents were asked to specify. Still, 24 of 30 respondents stated counselors recruited both sexes, and 20 or 28 respondents stated principals recruited both sexes.

The results of 27A indicated that 68% of schools conducted special activities to expose students to males and females who were successful in nontraditional careers. It appeared that of the 23 respondents who completed the remainder of this item (27B-F) most schools (16 of 23) utilized guest speakers and bulletin boards to accomplish this objective.

Instruction. The following items covered types of bias in instruction: 2-11; 20-21: 32-33; and 34A-E. Graduates responded to statements about verbal bias, nonverbal bias, and sexist teaching materials.

Items 2 and 3 were focused on nonverbal sex bias of both vocational and nonvocational teachers. Therefore, responses to these two items were compared and contrasted. Both items required respondents to recall the general climate of their former vocational and nonvocational classrooms. A comparison of frequency responses for the 2 items revealed that at least 75% of respondents reported that both vocational and nonvocational teachers always or almost always welcomed students of both sexes. Even so, respondents reported a greater acceptance of both sexes by vocational teachers (94.4%) than by nonvocational teachers (75%).

Items 4 through 11 were focused on types of verbal sex bias in teacher-student interactions similar to types reported in previous research. As least 80% of respondents answered that these various types of verbal bias rarely occurred in their course(s)/programs. Perhaps these results reflect the elimination of a significant amount of these types of bias due to previous efforts by the Kentucky Department of Education. A number of respondents offered unsolicited comments that supported this explanation (See Appendix J). The topic of sexist language was covered again in a more general sense in item 32 of

Section II. Graduates responded to the statement that vocational teachers seemed aware of and conscientious about sexist language. Approximately 68% replied that this statement was true or generally true of their teachers. These results were not as favorable as those of items 4 through 11, but this could have been due to the relatively large percentage (22%) who checked "don't know/not applicable" to this item. It would be useful to know if the same respondents (23.5%) who stated they had not read or heard "much" about sex bias has chosen "don't know" for this item. The concept of "sexist" language would be explained in informative material about sex bias.

Response to item 33, which is a statement that vocational teachers did not discriminate on the basis of sex, further supported responses to other items dealing with verbal sex bias. Approximately 94% replied that their teacher(s) did not discriminate on the basis of sex.

Items 20-21 and 34A-E covered various types of nonverbal sex bias in instruction. Whereas items 20-21 did not indicate the presence of nonverbal sex bias, responses to item 34 raised questions. The researchers predicted that if nonverbal sex bias had existed in these graduates' classrooms, the bias would be directed toward nontraditional students but not toward traditional students. If nonverbal sex bias toward nontraditional students existed, it was predicted that at least a moderate percentage of graduates would answer that statements 34A-C were "true or generally true" and statements 34D and 34E were "false or generally false." The results of graduate responses to item 34A through 34E were strong enough to justify further investigation of nonverbal sex bias toward nontraditional students. For instance, in item 34A, approximately one-third of 31 respondents stated that teachers generally

looked at students of the traditional sex the entire time the students talked; but did not do so while nontraditional students talked. In item 34B, 36% checked that teachers tended to maintain eye contact with the traditional students while they talked, but did not while a nontraditional student talked. In item 34C, approximately one-fourth of graduates noticed that teachers nodded their heads while students of the other sex talked, but not when a nontraditional student talked. Items 34D and 34E were constructed to check respondent comprehension of items 34A trough 34C and to validate them. In 34D, graduates responded to the statement that teachers had looked away while students of the traditional sex responded, but did not when students of the nontraditional sex responded. Eighty-seven percent of 31 respondents claimed this statement was false. In 34E, graduates responded to the statement that teachers had called on a second student before a first student of the traditional sex had finished speaking, but had not behaved similarly to nontraditional students. Twenty-eight of 31 responded that this statement was false. Response to these two items provided credibility to responses obtained in items 34A through 34C.

Counseling. Items 12-16 focused on sex bias in counseling. Frequency distributions of these items raised important questions. In item 13, thirty-six percent said that counselors rarely or never provided factual information about what constituted sexual discrimination or sexual harassment. Only 22% answered that counselors always or almost always provided the information. In item 14, thirty-six percent said counselors rarely or never discussed current sex equity laws or described legal remedies. In item 15, forty-four percent replied that counselors rarely or never helped them anticipate problems they might encounter on

the job, or to plan alternatives for dealing with such problems. It appeared there was a need for such information since several graduates offered unsolicited information (See Appendix J) about their experiences in the workplace. It was notable that 25% to 30% checked they did not know how to answer items 13-15. The researchers expected that virtually all graduates would be able to provide knowledgeable answers to these items. Perhaps these graduates did not have sufficient contact with counselors to feel confident about evaluating their counselors (See Appendix J).

Placement. Items 17-19 dealt with sex bias in job placement in vocational education. Generally, the majority felt students had equal opportunity to obtain interviews, equal preparation assistance, and equal opportunity to secure the higher paying jobs.

Cooperative Education. Items 23-34 were concentrated on sex bias in cooperative education. At least 52% of 27 respondents claimed nontraditional students were recruited for cooperative education experiences, and had equal opportunity for higher paying cooperative education jobs for which they were qualified.

Single Parents in Vocational Education. Items 25-26 focused on issues relevant to single parents of either sex. Unfortunately, reliability of data obtained from these items was questionable. The response rate was 50%, which was reasonable since only single parents were supposed to respond. However, 10 of 18 respondents said they did not know if school personnel supported them in their dual roles of student and single parent. Seventy-two percent said they did not know if school personnel offered daycare information. It is possible these graduates were single parents and their status as single parents was

unknown to school personnel. Or it is possible these people were not single parents, but responded to these items anyway.

Analysis of Instrument Administered to Employers

Instrument items covered 4 areas: familial roles; extrafamilial roles; male and female stereotypes; and social change related to sex roles.

Descriptive statistics of respondent scores revealed that individual employer scores were far more modern than predicted (See Table 3). Individual scores ranged from 40 to 94. The range was 55. The mean of score was 64. The median score was 59, and the mode was 56. Fifty percent of the 18 respondent scores ranged from 40 to 47, which is very modern. Approximately 33% of scores ranged from 58 to 83, which is modern. The remaining approximately 17% of scores ranged from 84 to 94, which is not considered primarily modern or traditional.

Item responses within each topic area were analyzed in terms of whether or not the employers exhibited a modern or traditional attitude. Examination of items pertaining to familial roles revealed only two (items 3 and 4) in which more than one-third of the responses reflected a traditional attitude. It seemed a significant number of respondents believed women with preschool (50%) or grammar school (39%) children should not work unless it was an economic necessity.

Scrutiny of items concerned with extrafamilial roles divulged only two items (items 10 and 14) in which approximately two-thirds reflected a modern attitude. Eleven percent stated they definitely would not vote a woman President of the United States (item 10), while 28% were uncertain. Thirty-nine percent at least basically agreed that men were

more capable of assuming leadership than women (item 14).

In the group concerned with stereotypes of males and females, 72% to 100% of responses reflected a modern attitude. This was not surprising since there has been heavy emphasis on education about sex stereotypes of males and females.

Investigation of items focused on social change related to sex roles revealed 4 items in which at least 44% gave traditional responses were uncertain. Fourty-four percent said they basically disagreed or were uncertain that men needed liberation equally as much as women (item 27). This was interesting and perhaps indicates that more information about how sex bias affect men should be disseminated. Fifty percent reported they at least basically disagreed that men's clubs should be required to admit women (item 28). This was not surprising, but might indicate a need for educating the public about mentorship, informal networking, and other advantages young men secure through associating with the successful membership exclusive men's clubs. Approximately 67% were uncertain or basically disagreed that women can attain true equality only through a drastic change in social structure. At least 17% basically disagreed that the Equal Rights Amendment (item 32) should be ratified as soon as possible. Another 33% were uncertain about ratification of the E.R.A.

CHAPTER V

Conclusions

CONCLUSIONS

1. The majority of nontraditional graduates employed in a field related to training were very interested in the concepts of sex stereotyping, sex discrimination, and sex bias. They had vigorously pursued information about these subjects. A noticeably higher percentage claimed to have "heard" or "read" much about sex stereotyping and sex discrimination than sex bias.
2. Overall, graduates believed teachers treated students of both sexes equally. Responses to items written about types of verbal sex bias were consistent with the graduates' statements affirming equality of treatment. This may indicate progress has been made in eliminating sex bias in vocational education.
3. However, responses to items concerning nonverbal sex bias did not support graduates' general evaluation that their teachers did not exhibit sex bias. Responses to these items was strong enough to raise questions about nonverbal sex bias in vocational education classrooms. Also, fewer graduates seemed to be knowledgeable about sex bias than the other types of sex inequities studied in the project. It is possible that a number of graduates' were unaware of the concept of sex bias at the time of their schooling. Nonverbal sex bias is often very subtle. It is possible the graduates could have experienced the effects of nonverbal sex bias even though they were not attuned to teachers' differential nonverbal treatment of students. If all graduates had possessed knowledge about nonverbal sex bias, responses to these items may have been higher.

4. Generally, graduates claimed their school treated students equally regarding recruitment and placement practices.
5. A majority of graduates felt counselors were supportive of their decision to enter a nontraditional career. However, only one-fourth of graduates felt their counselors provided vital information about sex inequities and possible legal remedies. Also, a large percentage of graduates reported their counselors did not help them to anticipate problems a nontraditional worker might encounter on the job and to creatively plan alternatives for handling these situations. Graduates did not feel prepared for problems they experienced in the workplace. Some graduates reported experiencing such problems in their workplaces.
6. Employers' sex role attitudes were very modern, especially regarding males and females. Unfortunately, the behavioral concomitants of these expressed attitudes are generally unknown. It should also be pointed out that there was the possibility of "faking" of modern attitudes by these employers. They were aware of the nature of this project and could have adjusted their responses accordingly. The "faking" factor, either conscious or unconscious, is especially relevant in light of graduates responses concerning their need for preparation assistance in dealing with inequity problems in the workplace, and their reports of inequities in their workplaces.

CHAPTER VI

Recommendations

FINAL RECOMMENDATIONS

1. Based on this small sample of nontraditional graduates employed in a field related to training, it appears progress has been made concerning the elimination of verbal sex bias in vocational education. However, for reasons explained in the limitations section of this report, the sample was extremely small. Nonrespondents may have responded differently, therefore, the results of this study probably cannot be generalized to other nontraditional graduates. If the previously discussed legal problem can be resolved, it would be worthwhile to conduct another follow-up of nontraditional graduates employed in a field related to training.
2. Despite the small sample, response to several of the items concerned with nonverbal sex bias in instruction was quite strong. For this reason, it is recommended that the existence of nonverbal sex bias in instruction be explored in a future project.
3. If responses concerning nonverbal sex bias are replicated in a future study, inservice sessions for teachers are recommended.
4. Also, response to items related to counselors was very strong. In addition, the unsolicited comments received from graduates indicated a need to determine whether counselors should play a more active role in preparing graduates for problems in the workplace relating to sex bias, stereotyping and discrimination. An assessment of this need should include surveying nontraditional graduates for this express purpose, and should obtain their input concerning their specific needs.
5. If it is determined in a future study that nontraditional graduates need counselors to play a more active role in preparing them for the workplace, then inservice training for counselors would be indicated.

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APPENDIX A

Nontraditional Programs

PROGRAMS CONSIDERED NON-TRADITIONAL HAVING STUDENTS
EMPLOYED IN FIELD RELATED TO TRAINING

REG	INSTITUTION	PROGRAM(*)	SEX	ED. LEVEL
1	Ballard Co. AVEC	Clerical	M	12
1	Murray AVEC	LPN	M	AL
1	Fancy Farm H.S.	Ag. Production	F	12
1	Heath H.S.	Ag. Production	F	12
1	Mayfield AVEC	Welding (2)	F	1-12/1-AL
1	Lone Oak	Clerical (1)	M	12
1	Hickman Co. H.S.	Ag. Production	F	12
1	Reidland H.S.	Clerical (3)	M	12
1	Reidland H.S.	Ag. Supplies/Services	F	12
1	West Ky. SVTS	LPN	M	AL
		Surgical Tech	M	AL
		Respiratory Therapy (3)	M	AL
		Barbering (6)	F	AL
		Electronics (2)	F	AL
		Drafting (3)	F	AL
1	Paducah AVEC	Health Services	M	AL
2	Hopkinsville H.S.	Health Services	M	AL
2	So. Hopkins H.S.	Clerical	M	12
2	Madisonville Hlth Occup Sch	Medical Lab Tech	M	AL
		LPN (4)	M	AL
		Respiratory Therapy (4)	M	AL
		Health Services	M	AL
		Bio-Medical Eq. Tech (2)	F	AL
2	Madisonville SVTS	Drafting	F	AL
2	Trigg Co. H.S.	Clerical	M	12
2	Webster Co. H.S.	Ag. Mechanics	F	12
2	Livingston Central H.S.	Ag. Production (2)	F	12
3	Daviess Co. SVTS	Cosmetology (2)	M	AL
		Auto Mechanics	F	AL
3	Owensboro VTS	LPN	M	AL
3	Daviess Co. H.S.	Ag. Production	F	12
3	Union Co. H.S.	Clerical (2)	M	12
4	Glasgow School of Nursing	LPN	M	12
4	Warren Central H.S.	Clerical (10)	M	12
4	Warren East H.S.	Clerical (5)	M	12
4	Monroe Co. H.S.	Ag. Production	F	12
4	Bowling Green SVTS	Respiratory Therapy (2)	M	AL
		Truck Driving (2)	F	AL
		Drafting (2)	F	AL
		Machine Shop	F	AL
		Welding	F	AL
5	East Hardin H.S.	Ag. Production (4)	F	12
5	West Hardin H.S.	Ag. Production	F	12
5	Marion Co. AVEC	Health Services	M	12

PROGRAMS CONSIDERED NON-TRADITIONAL HAVING STUDENTS
EMPLOYED IN FIELD RELATED TO TRAINING

REG	INSTITUTION	PROGRAM(*)	SEX	ED. LEVEL
5	Nelson Co. H.S.	Ag. Production (2)	F	12
5	Elizabethtown SVTS	Drafting	F	AL
		Welding (2)	F	AL
6	Henry Co. H.S.	Ag. Production	F	12
6	Bullitt Central H.S.	Clerical (3)	M	12
6	Eastern H.S.	Clerical	M	12
6	Fairdale H.S.	Child Care	M	12
6	Seneca	Clerical	M	12
6	Moore H.S.	Fashion Merchandising	M	12
6	Doss H.S.	Clerical	M	12
6	Iroquois H.S.	Clerical	M	12
6	Jefferson SVTS	LPN (7)	M	AL
		Surgical Tech (5)	M	AL
		Medical Assisting	M	AL
		Cosmetology (2)	M	AL
		Masonry	F	AL
		Electronics (6)	F	AL
		Machine Shop	F	AL
		Welding (2)	F	AL
6	Mill Creek Voc. Rehab. Ctr.	Health Services	M	12
		Home/Community Services	M	12
6	Shelby Co. H.S.	Ag. Production	F	12
		Ag. Mechanics	F	12
6	Ahrens Voc. Ctr.	Fashion Merchandising	M	12
		Food Marketing (4)	M	12
6	Fairdale AVEC	Electricity	F	12
		Electronics	F	12
6	Jeffersontown Voc. Ctr.	Welding	F	12
6	Shelby Co. AVEC	Clerical (2)	M	12
6	Pewee Valley Voc. Ctr.	Bldg. Maintenance	F	AL
6	Oldham Co. H.S.	Ag. Production	F	12
7	Highlands H.S.	Clerical (2)	M	12
7	No. Ky. Hlth Occup Ctr.	Medical Assisting	M	AL
7	No. Ky. SVTS	Auto Body	AL	
		Electronics (5)	F	AL
		Machine Shop	F	AL
		Welding	F	AL
9	Maysville AVEC	LPN	M	AL
9	Rowan Co. SVTS	LPN	M	A_
10	Ashland SVTS	LPN (2)	M	AL
		Drafting (4)	F	AL
		Electronics (2)	F	AL
10	Elliott Co. H.S.	Clerical	M	12

REG	INSTITUTION	PROGRAM(*)	SEX	ED. LEVEL
11	Mayo SVTS	LPN	M	AL
		Civil & Highway Tech (2)	F	AL
11	Mullins H.S.	Clerical	M	12
12	Hazard SVTS	Cosmetology (3)	M	AL
		Clerical	M	AL
		Electronics	F	AL
13	Bell Co. H.S.	Clerical	M	12
13	Bell Co. AVEC	Clerical	M	AL
		Secretarial	M	AL
13	Middlesboro H.S.	Clerical	M	12
13	Pineville Hlth Occup School	LPN (2)	M	AL
13	Clay Co. H.S.	Clerical (2)	M	12
13	Clay Co. AVEC	Auto Mechanics	F	12
13	Laurel Co. SVTS	Drafting	F	AL
		Welding	F	AL
13	Laurel Co. H.S.	Health Services	M	12
13	Corbin H.S.	Clerical	M	12
13	Corbin AVEC	Drafting (2)	F	AL
13	Whitley Co. H.S.	Clerical (2)	M	12
14	Adair Co. H.S.	Clerical (2)	M	12
14	Casey Co. AVEC	Clerical	M	12
14	Casey Co. H.S.	Ag. Production	F	12
14	Clinton Co. AVEC	Health Services	M	12
14	Pulaski Co. H.S.	Ag. Production	F	12
14	Somerset SVTS	LPN (3)	M	AL
		Aircraft Mechanics	F	AL
15	Bourbon Co. H.S.	Ag. Production	F	12
15	George Rogers Clark H.S.	Clerical	M	12
15	Lafayette H.S.	Clerical	M	12
15	Tates Creek H.S.	Clerical (4)	M	12
15	Central Ky. SVTS	LPN (2)	M	AL
		Surgical Tech (4)	M	AL
		Secretarial	M	AL
		Electronics	F	AL
15	Franklin Co. H.S.	Clerical (2)	M	12
15	Garrard Co. AVEC	Drafting	F	12
15	Lincoln Co. H.S.	Clerical	M	12
15	Powell Co. H.S.	Clerical (7)	M	12
15	Woodford Co. H.S.	Clerical	M	12
		Ag. Production	F	12

*Figure in parenthesis indicate number of students. If no figure in parenthesis, this is a single participant.

APPENDIX B

List of Programs Omitted Due to Equal Distribution

LIST OF OMITTED PROGRAMS

Programs in the following areas were omitted because of a more equal distribution of male and female students:

Retailing

Accounting/Management

Data Processing

Graphic Arts

APPENDIX C

Pilot Test Panel for Instrument Administered to Graduates

APPENDIX C

Panel of Graduate & Undergraduate Students

Ms. Linda Eiden

Ms. Deborah Buckley-Daum

Ms. Barbara Sworin

Ms. Sherry Sims

APPENDIX D

Teacher Cover Letter

Kentucky Department of Education

Alice McDonald, Superintendent of Public Instruction
Capital Plaza Tower, Frankfort, Kentucky 40601

March 5, 1987

Dear Teacher:

A follow-up study is being conducted for the Office of Vocational Education by staff at the University of Louisville. The focus of this activity is to request that students who entered nontraditional careers respond to a questionnaire on sex equity. A copy of this instrument is being enclosed for your information.

Our records indicate that your program has graduated one or more students who are now working in nontraditional careers. We would appreciate your assisting us by addressing an envelope to each of those graduates. The enclosed envelope(s) contain the same questionnaire and a cover letter along with a stamped envelope.

Please address and send these pre-stamped envelopes out as quickly as possible since the graduate is being asked to return the questionnaire by March 23, 1987.

Your participation is crucial to the success of the project. All information collected will be confidential; no student response will be referred to individually, but will be used in a group analysis.

Thank you for your assistance.

Sincerely,

Ann S. Bardwell, Ph.D.

Ann S. Bardwell, Ph.D.
Associate Superintendent
Office of Vocational Education

APPENDIX E

Graduate Cover Letter

Kentucky Department of Education

Alice McDonald, Superintendent of Public Instruction
Capital Plaza Tower, Frankfort, Kentucky 40601

March 5, 1987

Dear Former Student:

A follow-up study is being conducted for the Office of Vocational Education by staff at the University of Louisville. The focus of this project is to get response from students who have graduated and become employed in nontraditional careers.

Your response to the sex equity survey will assist vocational educators in eliminating sex bias and sex stereotyping as programs are planned and improved in the future.

Your participation is crucial to the success of the project. All information collected will be confidential; no single response will be referred to individually, but will be used in a group analysis.

After responding to the survey items, please provide us with the title of your position at work and your employer's name and address on the sheet provided. A similar survey will be sent to the employer to get their opinion about the presence of sex bias and sex stereotyping in the work setting.

Mail your survey to us in the pre-addressed, stamped envelope by March 23, 1987.

Thank you for helping make this project a success.

Sincerely,

Ann S. Bardwell, Ph.D.

Ann S. Bardwell, Ph.D.
Associate Superintendent
Office of Vocational Education

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APPENDIX F

Graduate Instrument

Before completing the survey please check "yes" or "no" to the following questions about types of sexual inequities.

Have you heard or read much about Sex Discrimination....that is, actions which limit or deny a person's opportunities, roles, privileges, or rewards on the basis of sex?

_____YES _____NO

Have you heard or read much about Sex Bias....that is, about behaviors resulting from the assumption that one sex is superior to the other?

_____YES _____NO

Have you heard or read much about Sex Stereotyping....that is, the attributing of behaviors, abilities, interests, values, and roles to a person on the basis of sex?

_____YES _____NO

SEX EQUITY SURVEY

Please read each statement and indicate the extent you believe it is descriptive of your school during the time you were there. Record your responses to each statement by writing the appropriate number in the blank to the left of each statement.

SECTION ONE:

For questions 1-26 use the following scale.

Write 1: if the statement represents what was always or almost always true of your school

Write 2: if the statement represents what was sometimes true, or is true in some situations

Write 3: if the statement represents what was rarely or never true of your school

Write 0: if you do not know if the statement represents what occurred at your school; or if the statement is not applicable to your school

____ 1. The following school personnel actively recruited students of both sexes for nontraditional vocational courses/programs.

_____Teachers
_____Counselors
_____Principal or Director
_____Other, specify_____

____ 2. I feel that teachers of my vocational course(s)/program welcomed students of both sexes.

____ 3. I feel that other teachers in my school welcomed students of both sexes in their course/program.

____ 4. The teachers in my vocational course(s)/program tended to call on students of the other sex more frequently than students of my sex.

____ 5. I did not feel as comfortable or free to ask the teachers in my vocational course(s)/program questions as students of the other sex.

____ 6. Students of the other sex seemed to receive more praise and attention for their work than students of my sex.

____ 7. The questions teachers asked students of the other sex were more thought provoking and required more indepth answers than the questions asked students of my sex.

Write 1: always or almost always true of your school
Write 2: sometimes true of your school
Write 3: rarely or never true of your school
Write 0: do not know or not applicable

____ 8. Teachers spent more time teaching students of the other sex to do things independently than they spent with students of my sex.

____ 9. Teachers spent more time outside the classroom talking with and advising students of the other sex than they did with students of my sex.

____10. Teachers "teased" students of my sex in a manner and/or tone of voice that made me feel different or separate from students of the other sex.

____11. Students of the other sex were allowed to publically tease, ridicule, and/or joke about the competency of students of my sex in the presence of my teachers.

____12. Counselors supported and encouraged my career decision to enter a nontraditional field.

____13. Counselors provided me with factual information about what consititutes sexual discrimination and sexual harassment.

____14. Counselors discussed current laws related to harassment and discrimination with me, and described the legal remedies these laws provide in the event a serious problem ever occurred.

____15. Counselors helped me to anticipate problems related to sex bias, stereotyping, and discrimination that I might encounter on the job, and to plan alternatives for dealing with these problems.

____16. Counselors seemed indifferent to me, causing me not to feel free or welcome to discuss apprehensions I had concerning my schooling or future career.

____17. When companies recruited graduates of my program by conducting interviews at the school, students of both sexes received an <u>equal</u> opportunity to obtain an interview.

____18. Students of both sexes received <u>equal</u> assistance in preparing for the employment interviews (i.e., training related to proper dress, interview skills, resumes, etc.,).

____19. Placement personnel (whoever helped place students in jobs) seemed to steer students of the other sex toward the higher paying and higher status jobs, while students of my sex were directed toward the jobs paying less and offering less chance for advancement.

Write 1: always or almost always true of your school
Write 2: sometimes true of your school
Write 3: rarely or never true of your school
Write 0: don't know or not applicable

____20. During class, teachers seemed to look and smile at students of the other sex more frequently and for longer periods of time than students of my sex.

____21. During class, teachers seemed to lean forward when talking with or questioning students of the other sex, but not with students of my sex.

____22. My course(s)/program texts and materials did not seem biased or discriminatory against the nontraditional student.

Answer the following two questions if cooperative education was available at your school.

____23. Students of my sex were actively recruited for the cooperative education program.

____24. Students of my sex had an equal opportunity for the higher paying cooperative education jobs for which they were qualified.

Answer the following two questions if you are a single parent of either sex.

____25. The school personnel recognized my special needs as a single parent, and supported me in my dual roles of student and single parent.

____26. School personnel offered information about possible daycare arrangements.

SECTION TWO:

For questions 27-33, please use the following scale:

Write T: if the statement represents what was true or generally true

Write F: if the statement represents what was false or generally false

Write X: if you don't know or if the statement is not applicable

____27. Special activities were conducted by the school to expose students to <u>both</u> males and females who were successful in nontraditional careers (i.e. female plumbers, male nurses, etc.,)

If true, please check as many as were conducted:

_____ Career Fairs
_____ Panels
_____ Guest Speakers
_____ Bulletin Board Displays
_____ Other: specify_____

____28. Training and employment opportunities were explained to prospective students with <u>emphasis</u> on nontraditional programs.

____29. When facility tours were conducted students of <u>both</u> sexes visited the training areas for <u>all</u> vocational programs offered.

____30. Vocational training course(s)/programs in the school were equally accessible to students of both sexes.

____31. Teachers at the school received special training to eliminate sex discrimination in vocational education.

____32. My vocational teachers seemed aware and conscientious about sexist language.

____33. My vocational teachers did not stereotype students on the basis of sex.

34. The following physical movements or gestures were observed when my teachers talked with or questioned students of the <u>other</u> sex, but were not as characteristic of teacher interactions with students of <u>my</u> sex.

_____looking at the students the entire time the student responded
_____maintained eye contact with the student while the student talked
_____nodding their heads while the student responded
_____looked away while the student responded
_____called on a second student before a first student had finished speaking

APPENDIX G

Graduate Release Form

NAME_____

Employer Name_____

Employer Address:_____

_____Zip Code_____

I agree that my employer can respond to questions concerning my employment that relate to eliminating sex bias and sex stereotyping in the work setting.

_____

(signature)

APPENDIX H

Employer Cover Letter

Department of Occupational Education

University of Louisville
Louisville, Kentucky 40292
(502) 588-6667

UNIVERSITY of LOUISVILLE

April 27, 1987

Dear Employer:

A follow-up study is being conducted for the Office of Vocational Education by staff at the University of Louisville. In an earlier phase of the study, nontraditional graduates of Vocational Education Programs who entered nontraditional careers were asked to respond to a questionnaire on sex equity. An additional focus is to request that the employers' of these nontraditional graduates also respond to a questionnaire on sex equity.

Our records indicate that your organization employs one or more nontraditional graduates of Vocational Education programs. We would appreciate your assisting us by taking 15 minutes to complete the enclosed questionnaire. We have also enclosed a pre-addressed, pre-stamped envelope to assist you in making a convenient and speedy return. Please return your completed questionnaire by May 15, 1987.

Your participation is crucial to the success of the project. All information collected will remain confidential; no response will be referred to individually, but will be used in a group analysis.

Thank you for your assistance.

Sincerely,

Randall L. Wells

Dr. Randall L. Wells
Associate Professor

dg

Enclosure: questionnaire
return envelope

APPENDIX I

Employer Instrument

EMPLOYER SURVEY

We are interested in knowing your personal way of thinking and feeling regarding the following statements. Opinions differ, and your own is as good as that of anyone else. We have tried to cover many different and opposing points of view regarding males and females. You may find yourself agreeing strongly with some of the statements, and disagreeing just as strongly with others. Mark each statement on the blank line in the left margin according to how much you agree or disagree with it. Please mark every one. Please use the following scale to indicate how much you agree or disagree.

5 = I strongly agree 4 = I basically agree 3 = I am uncertain

2 = I basically disagree 1 = I strongly disagree

_____1. Whoever is the better wage-earner, wife or husband, should be the breadwinner.

_____2. Men should have more freedom to do such things as cook and care for children.

_____3. Men should take the same amount of responsibility as women in caring for home and children.

_____4. Women with children in grammar school should, if at all possible, stay at home rather than work.

_____5. Women with preschool children should not work--if at all possible.

_____6. It is possible for women to satisfy their needs for achievement through their husbands.

_____7. A man's self-esteem is severely injured if his wife makes more money than he does.

_____8. A husband who is the breadwinner in the family should make all the important decisions.

_____9. Females should be encouraged to plan for a career.

_____10. I would vote for a woman for President of the United States.

_____11. I would feel uncomfortable if my immediate supervisor at work was a woman.

_____12. To a great extent, women are less able to make a career commitment than men are.

_____13. Women are less capable of making important decisions than men are.

_____14. Men are more capable of assuming leadership than women are.

_____15. Men should stop appraising women solely on the basis of appearance and sex appeal.

_____16. Women are as capable as men of enjoying a full sex life.

_____17. Women generally prefer light conversations over rational discussions.

_____18. There is considerable evidence that men, in general, are a "superior species" to women.

_____19. Women really like being dependent on men.

_____20. Career women are generally neurotic.

_____21. Females should go ahead and pamper males -- "Tell him how great he is" -- because that's a useful way to get what they want.

_____22. Either consciously or unconsciously, most women would like to be men.

_____23. The way men and women behave is more a result of their genetic make-up than of the way they were brought up.

_____24. Since men have a natural urge to dominate and lead, women who challenge this actually threaten the welfare of society.

_____25. Unlike the race riots, the "battle between the sexes" will never involve violence on any large scale.

_____26. There should be low-cost, high-quality child-care centers for working women.

_____27. Men need liberation equally as much as women.

_____28. Men's clubs and lodges should be required to admit women.

_____29. Women should get equal pay with men for doing the same jobs.

_____30. Women should have equal job opportunities with men.

_____31. Women can attain true equality in this country only through a really drastic change in social structure.

_____32. The Equal Rights Amendment related to sex should be ratified as soon as possible.

33. How great a need do you feel there is to "do something" about sexism in our society?

_____Very great _____Great _____Moderate _____Slight _____None

34. To what extent do you feel that the "social roles of men and women in modern society" should be a vital issue of concern to most people in our society?

_____Very Great _____Great _____Moderate _____Slight _____None

APPENDIX J

Graduate Instrument: Summary of Fill in the Blank Responses and Unsolicited Components by Topic

Summary of Specified Responses and Unsolicited Comments

N=36

Item 1D Did anyone else actively recruit both sexes for nontraditional course(s)/programs?

1. Recruiting Director or Placement personnel
2. GED helpers
3. Displaced homemakers special math teachers

Item 27D Please check if any other special activity was conducted.

1. Workfield trips (2)
2. School staff personnel
3. Student speakers from vocational programs

Unsolicited

Items A-C "I've read everything I can concerning these topics.
Item 6: "Teacher treated all students the same."
Item 16: "Never talked to school counselor."
Item 33: "Teachers treated everyone equally." (2)
Item 15: "Teachers and counselors were very helpful and interested in getting females in an 'all male field', but I don't think they were very well informed about some of the things we might run up against. This form is good and is a start, but to really help a new student, I think a form should be sent where we can tell some of our experiences in our own words, so they might get an idea how to prepare someone."
Written on a Release Form:
"Upon seeking employment in the nursing field, I have found that women are still preferred to men in some areas. Although a male nurse has the same training in school as a female nurse, he is handicapped concerning employment because of his scope of experience has been limited due to his sex. For example, a med-surgical female nurse will be put in an O.B. position. The male nurse is not given the opportunity. He is not hired because of his lack of experience, but he does not get the opportunity to get the experience.